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ABSTRACT

This manual presents a planning and implementation process for counselors' use in career guidance, counseling and placement programming. The Kansas Action Model for Career Guidance, Counseling, and Placement illustrates a process for effective programming which includes Needs Identification, Plan Development, and Implenentation and Follow Through. Implementing an adequate needs assessment and setting measurable goals and objectives will result in the development of a more comprehensive and systematic career guidance, counseling, and placement program. Implementation of activities and evaluation of outcomes are essential to determine the effectiveness of the plan and for identification of future program needs. Kansas Action Model components formulate a continuous and on-going process essential to effective program initiation, implementation, and evaluation. The planning activities in the following sections are oriented toward the actual functioning of a counselor in the career guidance, counseling and placement program. All instruments, activities, and resources identified are intended to be illustrative. The framework of the Kansas Action Model actively involves the counselor in the process of defining local needs, goals, and objectives, as well as activities, procedures, and resources to meet the needs for each unique situation. (Author)

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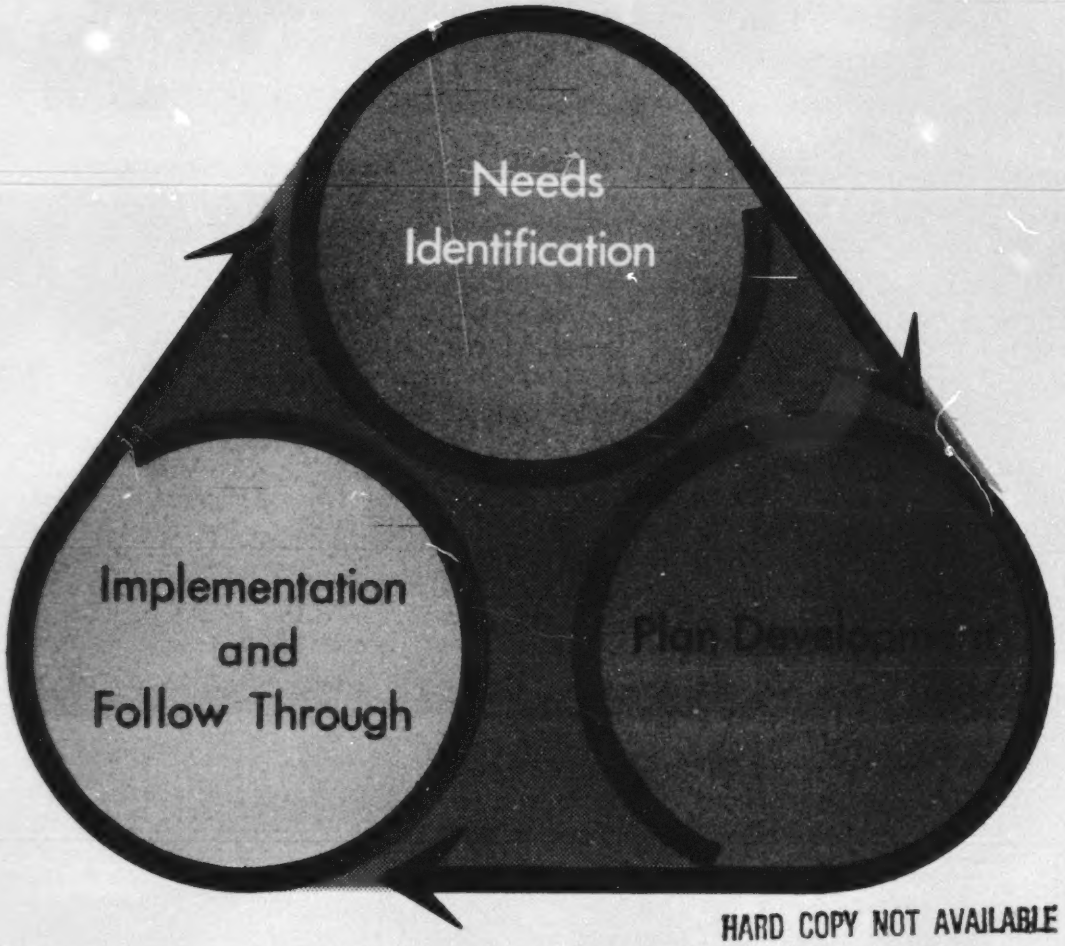
KANSAS ACTION MODEL



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A process for Career Guidance, Counseling and Placement Programming

Kansas State Department of Education
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Preface

This manual for career guidance, counseling, and placement program development was developed as a follow-up to the Kansas Guide for Career Education (1972). It was the authors' intent to develop a process for counselors to use in integrating the philosophy contained within the Kansas Guide into their local guidance programs.

This document has been developed by the Guidance Section of the Kansas State Department of Education with the cooperation of North Central Kansas Area Vocational Technical School, Beloit. The following persons served as consultants and writers in the development of this manual:

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I. Introduction

The Kansas Action Model contains within the following pages a planning and implementation process for counselor's use in career guidance, counseling, and placement programming. "The development of a conceptual framework for career guidance, counseling, and placement and the translation of that framework into goals, objectives and activities are necessary first steps in the development of a model (Moore and Gysbers, 1974)."

By definition Moore and Gysbers (1974) term career guidance as "An educational program responsible for assisting individuals in the development of self-knowledge and interpersonal skills, life career planning and placement competencies and knowledge and understanding of life roles, settings and events, specifically those associated with the worlds of education, work and leisure. It is a guidance function to seek to create relevance in the schools and to show individuals how the knowledge, understandings and skills they are obtaining and the courses they are taking will help them as they progress through their life careers."

A need exists to integrate the philosophical concepts and practical implementation activities of career education in an interdisciplinary manner. The Kansas Action Model illustrates the role of career guidance as a part of the total career education process. It is the intent that through the use of this model the results will provide programming that is student-centered. This further allows for interdisciplinary cooperation, makes optimal use of resources, and includes innovative career guidance methods adaptable to each counselor's setting.

Recognizing that each setting is unique, the amount and kind of involvement undertaken by each counselor may differ. The scope of this document is such that it speaks specifically to the counselor's direct, shared, and/or indirect responsibilities in facilitating the career development of individuals.

This Kansas Action Model for Career Guidance, Counseling, and Placement programming is compatible with the Kansas Guide for Career Education (1972) which has served as a basis for career education planning in Kansas.

II. Assumptions

In order to insure the usability of this document, the authors of this manual make certain assumptions about the competencies of Kansas counselors.

The authors have assumed:

1. **Counselors have an understanding of developmental guidance.**
2. **Counselors understand their role within the total educational process and are aware of the ramifications of their actions upon others.**
3. **Counselors are knowledgeable of guidance program planning.**
4. **Counselors are knowledgeable of career development theory, including the Kansas Guide for Career Education.**
5. **Counselors are aware of a process of needs assessment and realize the importance of implementing such assessment for effective programming.**
6. **Counselors base Career Guidance program on current needs of the individuals served.**

III. Essential Elements in a Career Guidance, Counseling, and Placement Program.

A successful career guidance, counseling, and placement program must be geared to the specific characteristics of each locale. There are, however, some common elements which form a foundation for all career guidance, counseling, and placement programs.

These essential elements are:

1. **The counselor provides leadership and responsibility for identifying individuals' career development needs, including the areas of self, work, leisure, and resources.**
2. **The counselor designs, manages, and evaluates an objective-based career guidance program which responds to assessed individual needs.**
3. **The counselor identifies and utilizes individuals and groups from the school and community who can serve as support groups for the on-going program.**
4. **The counselor establishes and maintains an effective working relationship with the total staff.**
5. **The Counselor provides leadership in emphasizing the importance of career development to staff, students, parents, and community.**

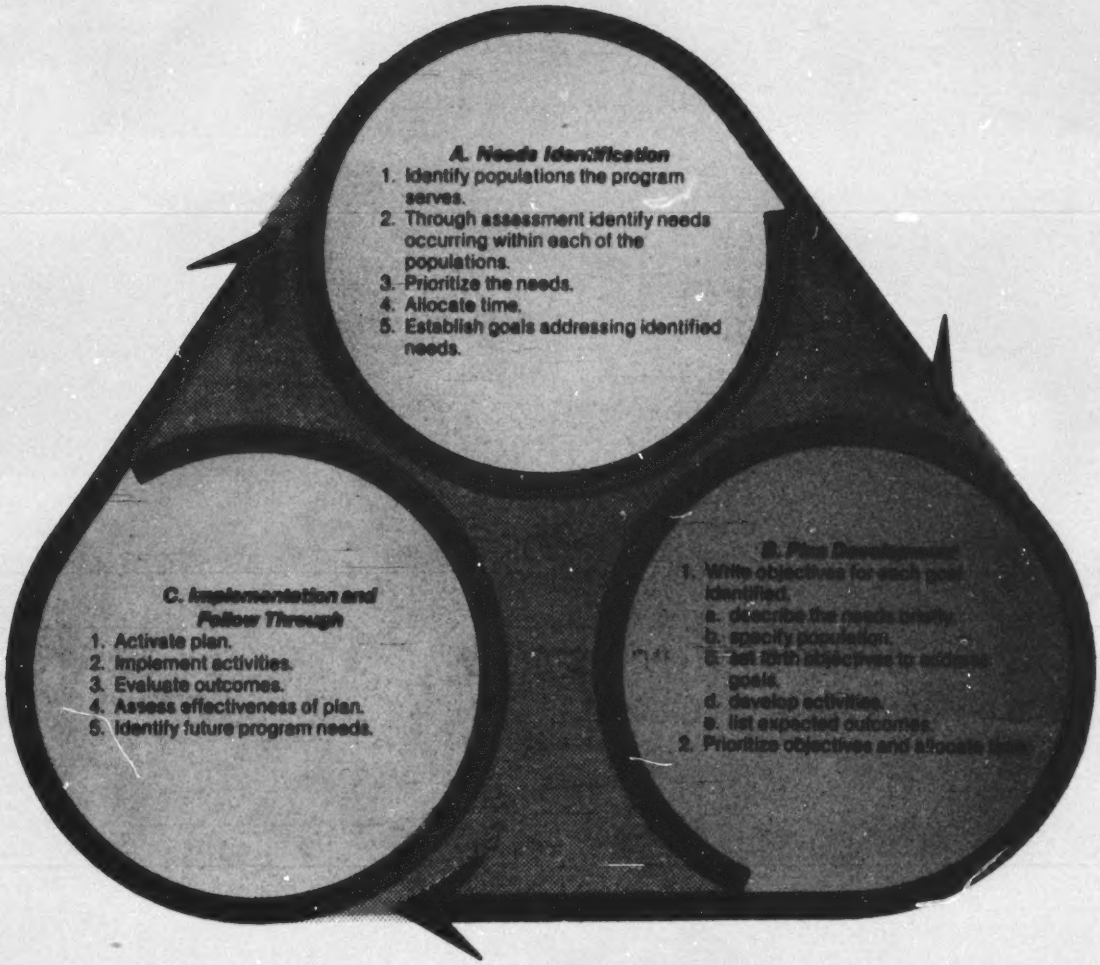
IV. Kansas Action Model

The Kansas Action Model for Career Guidance, Counseling, and Placement illustrates a process for effective programming which includes Needs Identification, Plan Development, and Implementation and Follow Through. Implementing an adequate needs assessment and setting measurable goals and objectives will result in the development of a more comprehensive and systematic career guidance, counseling, and placement program. Implementation of activities and evaluation of outcomes are essential to determine the effectiveness of the plan and for identification of future program needs.

Kansas Action Model components formulate a continuous and on-going process essential to effective program initiation, implementation, and evaluation. The planning activities in the following sections are oriented toward the actual functioning of a counselor in the career guidance, counseling, and placement program. All instruments, activities, and resources identified are intended to be illustrative.

The framework of the Kansas Action Model actively involves the counselor in the process of defining local needs, goals, and objectives, as well as activities, procedures, and resources to meet these needs for each unique situation.

Kansas Action Model


A. Needs Identification
1. Identify populations the program serves.
2. Through assessment identify needs occurring within each of the populations.
3. Prioritize the needs.
4. Allocate time.
5. Establish goals addressing identified needs.
C. Implementation and Follow Through
1. Activate plan.
2. Implement activities.
3. Evaluate outcomes.
4. Assess effectiveness of plan.
5. Identify future program needs.

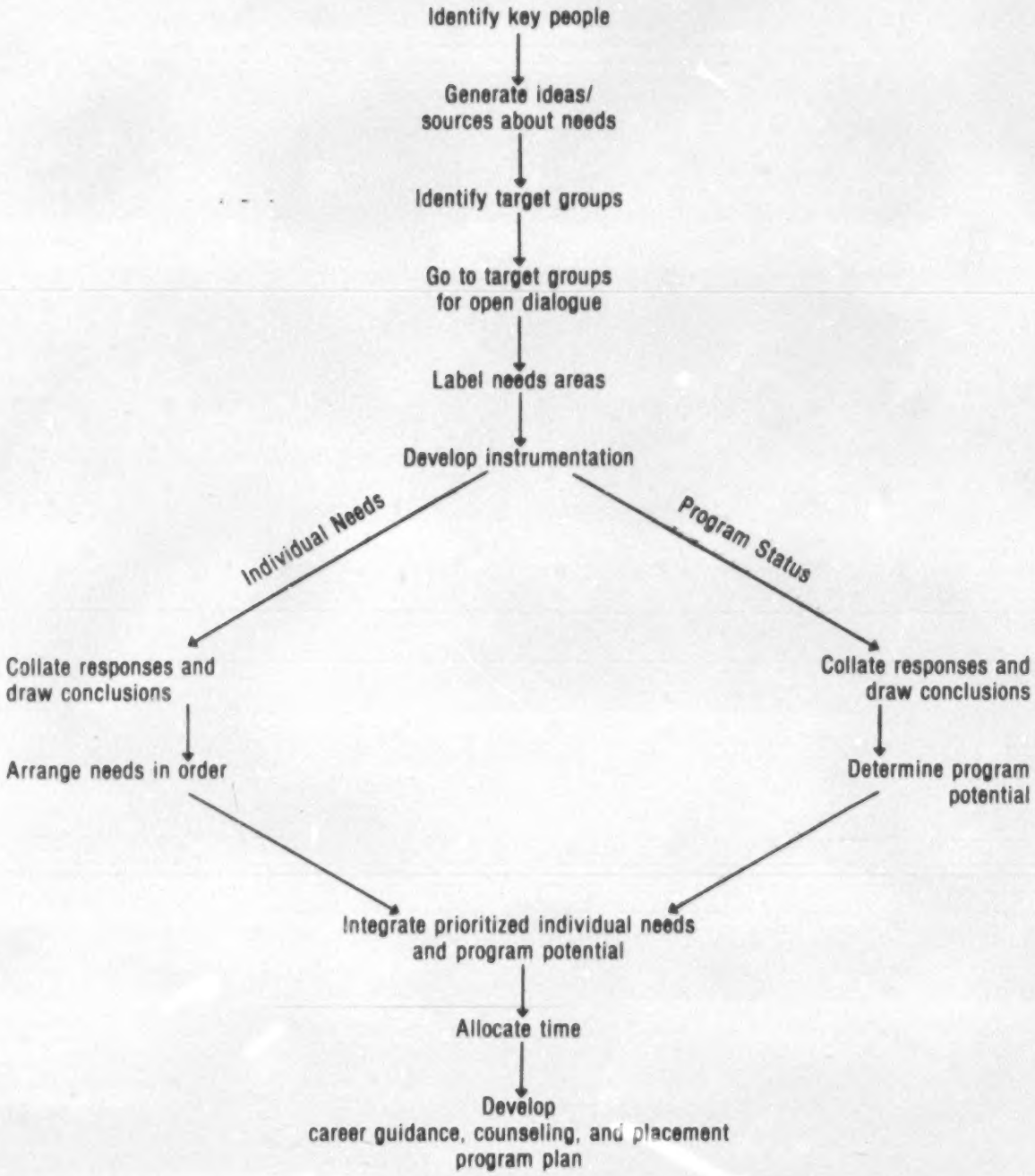
IV. Section A.

NEEDS IDENTIFICATION

Individual Needs and Program Status Assessment

In establishing the framework of a career guidance, counseling, and placement program, one must assess the status of present involvement in relation to the essential elements necessary for all career guidance programs. The needs assessment scheme and instruments that follow are examples of techniques that can be used to assess individual needs and program status. These examples are designed to examine broad categories and should not be considered complete or final. Comparative instruments are available or can be constructed locally to reflect specific intent. It is essential that the results of these two processes be used in combination to determine time allotment for prioritized needs when developing a program of action.

Needs Assessment Scheme


Identify key people
Generate ideas/ sources about needs
Identify target groups
Go to target groups for open dialogue
Label needs areas
Develop instrumentation
Individual Needs
Program Status
Collate responses and draw conclusions
Arrange needs in order
Collate responses and draw conclusions
Determine program potential
Integrate prioritized individual needs and program potential
Allocate time
Develop career guidance, counseling, and placement program plan

Example Items for an Individual Needs Survey

Key:
- S – Strong Need
- M – Some Need
- L – Low Need
- N – No Need

S	M	L	N	I need to:
				Know more about my own abilities.
				Be able to take more responsibility for my own actions.
				Learn how to make decisions.
				Learn more about how my values and attitudes affect my career development.
				Know more about occupational opportunities in my own community.
				Learn how to explore occupational areas not available in my community.
				Learn how to get along better with my peers.
				Know more about my interests and aptitudes.
				Know how my interests relate to work.
				Know how my aptitudes relate to work.
				Understand what I can realistically achieve.
				Learn more about how to develop career plans.
				Find courses which are appropriate to my needs.
				Learn more about different ways to use leisure time.
				Be able to choose leisure activities that fulfill my own needs.
				See the relationship between work and leisure.
				Know where to go for various kinds of information and assistance.
				Be able to choose resources that will be of greatest use to me.
				Know how the courses I am taking relate to my career planning.
				Have help in learning how to obtain jobs.
				Have someone assist me in getting a part-time or full-time job.
				Improve the relationships with adults in my life.
				Learn how to express my feelings to other people.
				Talk to someone about my interests and plans.
				Be more accepting of myself and others.
				Learn how to set goals for myself and evaluate the outcomes.
				Learn to adapt to change.
				Additional Statements:

Example Items for a General Program Status Study

Key:
1 – Complete Implementation
2 – Mostly Implemented
3 – Partial Implementation
4 – Limited Implementation
5 – No Implementation

1	2	3	4	5	PROGRAM MANAGEMENT
					A workable statement of the guidance program has been formulated and kept up-to-date.
					A periodic review is conducted of goals and objectives with all groups affected by them for evaluation purposes.
					A portion of the school budget is specifically designed for guidance programs.
					A needs assessment is conducted of the guidance program.
					An assessment program is utilized to identify individuals' needs, abilities, interests, and expectations in fostering career development.
					A yearly time allotment is established for each phase of the program based upon current priorities.
					Guidance personnel are actively involved in keeping professional skills and knowledge current.
					An adequate clerical staff is maintained.
					A testing program is developed according to need and specific outcomes.
					An adequate amount of release time is provided for visitation to sending and receiving institutions.
					An adequate amount of release time is provided for visitation to business, industry, and community groups.
					An adequate amount of release time is allotted for professional development.
					An adequate supply of resource and instructional materials is maintained.

ADDITIONAL STATEMENTS:

1	2	3	4	5	COUNSELOR AND STAFF
					Support staff members are defined and utilized (e.g., librarians, teachers, student organizations, specialists, community resources).
					In-service programming is conducted for teachers on the career development process.
					Guidance personnel are involved with curriculum revision and implementation.
					Guidance personnel are involved with teachers in utilizing the classroom for career development activities.

ADDITIONAL STATEMENTS:

1	2	3	4	5	COUNSELOR AND INDIVIDUAL
					A delivery system for educational and occupational information has been developed for maximum individual utilization.
					Individuals are continuously assisted in monitoring and understanding their own career development.
					A part-time and full-time educational, occupational, and job placement program is actively maintained.
					A follow-up and follow-through study is conducted regularly (e.g., 1, 3, 5 years).
					A process is used to effectively identify the needs of specific target groups (e.g., minorities, potential dropouts, teenage parents, gifted and talented).

ADDITIONAL STATEMENTS:

1	2	3	4	5	COUNSELOR AND COMMUNITY AND/OR PARENTS
					An advisory council is actively utilized.
					A working relationship is maintained with parents in regard to students' career development.
					A line of communication is developed with business, industry, and community resources.

ADDITIONAL STATEMENTS:

IV. Section B.

PLAN DEVELOPMENT

In order to address identified career guidance, counseling, and placement needs of individuals, a plan must be developed in an objective and descriptive manner. That plan must be based upon goals which relate to either the program implementation or individual involvement. Further, goals are defined according to counselor responsibilities to individuals as being direct, shared, or indirect. There are as many goals and objectives that are valuable to a program as there are needs of individuals within each program. However, in order to demonstrate "a" plan of development, the authors have utilized those objectives identified in the Kansas Guide for Career Education and adapted them to the Kansas Action Model. The goals and objectives are broad enough to be applicable in every Kansas educational setting. It is imperative that the Plan Development be preceded by an efficient "Needs Identification" scheme and followed by a well defined "Implementation and Follow Through" for effective on-going programming.

Example Goals And Objectives

Goal 1: The counselor will cooperate with the total staff to help make the educational activities more relevant to the individual's career development needs.

OBJECTIVES:

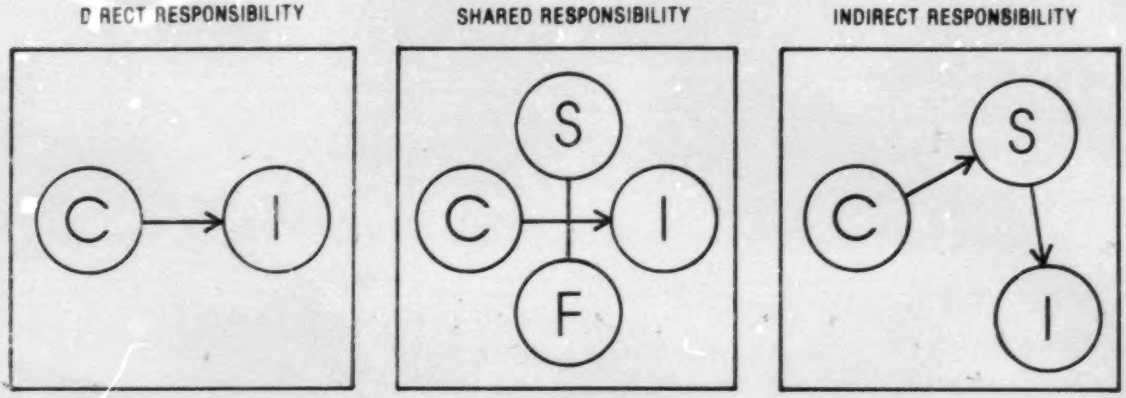
1. The counselor will assist in promoting career guidance concepts.
2. The counselor will assist in identifying career guidance needs of individuals.
3. The counselor will assist in integrating career guidance activities into the curriculum.
4. The counselor will assist in evaluating total career guidance efforts.

Goal 2: The counselor will administer a career guidance program based on the developmental approach which will begin no later than kindergarten and will continue through all of adult education.
OBJECTIVES:

1. The counselor will assist individuals through group and individual activities to develop self-understanding.
2. The counselor will provide current information about the world of work through individual and group activities.
3. The counselor will provide individuals with information on meaningful leisure time activities.
4. The counselor will aid individuals in their awareness of experiences available to them.
5. The counselor will take the leadership and responsibility for identifying and implementing programs to meet the needs of individual's career development tasks which will show the interrelationship of self, work, leisure, and resources.
6. The counselor will provide placement and follow through services.

Counselor Responsibilities in Career Guidance, Counseling, and Placement

As stated earlier in this document, the counselor's responsibility to the total career guidance program may be direct, shared and/or indirect. Below are some examples of these responsibility assignments in relation to individual outcomes:



COUNSELOR TO INDIVIDUAL

COUNSELOR/STAFF/FAMILY TO INDIVIDUAL

COUNSELOR TO STAFF TO INDIVIDUAL

EXAMPLES:

INDIVIDUAL OUTCOME	DIRECT RESPONSIBILITY	SHARED RESPONSIBILITY	INDIRECT RESPONSIBILITY
Begin to identify the strengths of one's own aptitudes and abilities.	The counselor will assist individuals with activities in developing self-understanding.	The counselor will assist staff in conducting activities to develop individual's self-understanding.	The counselor will provide staff with inservice in conducting activities to develop individual's self-understanding.
Begin to assume some responsibility for one's actions.	Counselor could introduce Unit IV "Toward Self-Reliance, Understanding Personal Responsibility" of the DUSO kit in a classroom situation.	The counselor with the help of a teacher could work with DUSO, Unit IV in a classroom situation.	The counselor could inservice a group of classroom teachers on the use of DUSO, particularly as it pertains to Unit IV.
Begin identifying elements of decision making.	Counselor could work directly with the students using "Decisions, Decisions" of the Bread and Butterflies series.	Counselor could work with a classroom teacher utilizing "Decisions, Decisions" in the classroom.	Counselor could inservice a group of classroom teachers in using "Decisions, Decisions."
Modify or clarify his self concept in light of hands-on experience.	Counselor could work directly in a classroom situation with students utilizing the lessons recommended under Section IV Level II, Unit 20 of TAD, published by American Guidance Service, Inc.	Counselor and teacher could work together with some of the units in Section IV, Level II, Unit 20, "Careers Open To Me."	Counselor could inservice a group of teachers in the use of Toward Affective Development, published by American Guidance Service, Inc.

Illustration of Objectives Development

Goal 1: The counselor will cooperate with the total staff to help make the educational activities more relevant to the individual's career development needs.

Objective 1: The counselor will assist in promoting career guidance concepts by:

COUNSELOR ACTIVITIES	PROGRAM OUTCOMES
(1) organizing a community Career Advisory Council to . . . . (2) developing a "Career Guidance Communication" tool (newsletter) to . . . . (3) observing a "Career Guidance Week" throughout the school and community to	(1) link school, home, and community leadership to develop a "booster" program and a plan of community-wide action. (2) inform staff and individuals of program offerings, activities, and current developments. (3) include staff, individuals, and family in an intensive promotional activity which will be educational and effective community-wide.

Objective 2: The counselor will assist in identifying career guidance needs of individuals by:

COUNSELOR ACTIVITIES	PROGRAM OUTCOMES
(1) conducting a career guidance needs assessment survey to . . . . (2) assessing staff regarding current career guidance program implementation by grade level and subject area to . . . . (3) assessing family regarding the needs they identify for the individual's program to	(1) identify and prioritize individual career guidance needs. (2) determine those classrooms, grade levels, and subject areas which identify the most intensive need for career guidance programs. (3) identify those priorities set by family and address these in the general program

Objective 3: The counselor will assist in integrating career guidance activities into the curriculum by:

COUNSELOR ACTIVITIES	PROGRAM OUTCOMES
(1) providing in-service programming for staff in regard to subject matter and grade level to . . . . (2) coordinating with the librarian the school, district, area, and state career guidance resource materials to . . . . (3) developing a list of area personnel as resource representatives of the school, home, and community population to	(1) to formulate a revised curriculum relevant to individual's needs. (2) establish efficient and appropriate use of career guidance resource materials. (3) provide staff with information for easy access to guest speakers, hosts for field trips, and demonstrations regarding career guidance activities.

Objective 4: The counselor will assist in evaluating total career guidance efforts by . . . .

COUNSELOR ACTIVITIES	PROGRAM OUTCOMES
(1) conducting a needs reassessment survey to . . . . (2) conducting individual assessment (e.g., observation or pre-post testing) of individual outcomes to . . . . (3) cooperating with staff in assessing the effectiveness of their program implementation by level and subject matter to . . . . (4) assessing family and community regarding the needs being met which were identified for programming to	(1) prioritize program plans to meet current identified needs. (2) identify the effectiveness of the program in meeting individual needs. (3) determine the effectiveness of program designed specifically for classrooms, grade levels, and subject areas to identify and prioritize further career guidance needs. (4) identify the effectiveness of program designed specifically set by family and community addressed in the general program.

GOAL 2: The counselor will administer a career guidance program based on the developmental approach which will begin no later than kindergarten and will continue through all of adult education.

OBJECTIVE 1: The counselor will assist individuals through group and individual activities to develop self-understanding.

COUNSELOR ACTIVITIES	INDIVIDUAL OUTCOMES
AWARENESS	
●utilize stories, films, and filmstrips to help individuals identify commonalities and differences between oneself and others. ●develop and utilize appropriate activity sheets to aid in developing student self-awareness. ●utilize games that promote self-understanding. ●utilize appropriate decision making activities to help individuals understand and clarify their needs, expectations, and aspirations.	●become conscious of one's own abilities and those of others. ●recognize the commonalities between oneself and others. ●begin to assume some responsibility for one's actions. ●begin to realize that decisions can be made and problems can be solved.
ORIENTATION	
●use role playing to help individuals gain an understanding of reality. ●provide assertive training to help individuals develop self confidence and self respect. ●use value clarification techniques to help individuals to understand and clarify their values. ●utilize decision making activities to help individuals understand and clarify their needs, expectations, and aspirations.	●begin to identify the strengths of one's aptitudes and abilities. ●assume responsibility for one's actions. ●recognize those values and attributes needed for the world of work. ●begin identifying elements of decision making.
EXPLORATION	
●use value clarification techniques to help individuals understand and clarify their values. ●use role playing to help gain an understanding of reality. ●utilize decision-making activities to help in understanding and clarification of needs, expectations, and aspirations. ●utilize simulated and "hands-on" activities that promote self-understanding.	●recognize the uniqueness of each individual, including oneself. ●begin learning the skills involved in decision-making. ●modify or clarify one's self concept in light of hands-on experiences. ●explore and clarify personal value.
SELECTIVE FORMULATION	
●interpret interest inventories to assess individual's interests. ●utilize and interpret personality inventories to help individuals become more aware of their self perceptions. ●utilize decision-making activities for understanding and clarification of needs, expectations, and aspirations.	●identify personal strengths in order to formulate an occupational preference. ●identify self-characteristics and describe why these choices are appropriate. ●access one's abilities in light of employability factors. ●accept one's own uniqueness, as well as that of others. ●develop decision-making skills through practice. ●establish priorities on goods and services based on one's values and goals.

ACTION	
●provide assertive training that promotes self-understanding, self-confidence, and self-respect. ●conduct follow up, follow through and job adjustment activities.	●pursue occupational decisions based on self-knowledge. ●attempt to bring together discrepancies between real and perceived self. ●use decision-making skills and value structure to meet demands of the environment.

OBJECTIVE 2: The counselor will provide current information about the world of work through individual and group activities.

COUNSELOR ACTIVITIES	INDIVIDUAL OUTCOMES
AWARENESS	
●utilize audio-visual aides in introducing the world of work. ●invite individual's families to discuss aspects of their employment. ●arrange career awareness field trips with business and industry. ●provide opportunities for observation of workers at their work settings. ●role-play work situations.	●identify occupations within the community. ●develop identification with workers in various occupations. ●develop positive attitudes toward the world of work. ●develop an awareness of adults as working people. ●learn to get along and work with peers.
ORIENTATION	
●utilize audio-visual aides in introducing the world of work. ●utilize the library and other display facilities to disseminate written material on the world of work. ●utilize role-playing for gaining an understanding of reality. ●invite representatives from unskilled, semi-skilled, managerial, and professional level jobs to discuss the aspects of their employment. ●assist individuals in gaining hands-on experience, observation, and field trips in the world of work.	●recognize work activities one likes, performs best, and which give the greatest satisfaction. ●identify occupations in which the performance of similar activities would be required. ●recognize that job characteristics and individuals must be flexible in a changing society. ●recognize that individuals are responsible for their career planning. ●recognize that there is a wide variety of occupations which may be classified in several ways.
EXPLORATION	
●provide individuals with simulated and hands-on activities to explore occupational clusters. ●utilize audio-visual slides in introducing the world of work. ●utilize the library and other display facilities to disseminate written material on the world of work. ●invite industrial, business, educational, and governmental representatives to discuss employment opportunities, benefits, and related facets. ●promote the organization of and assist in the facilitation of discussion groups studying local, regional, and national job markets. ●invite representatives from unskilled, semi-skilled, managerial, and professional level jobs to discuss the aspects of their specific level of employment. ●provide the individuals an opportunity to visit the educational setting at the level above theirs.	●apply basic educational manipulative and cognitive skills in performing simulated work activities of a creative, organizational, and operative nature. ●explore occupational clusters through hands-on, simulation, and observational experiences. ●describe differences among occupations in terms of tools used, nature of tasks performed, prerequisite skills required for entrance, and contribution of each to our society. ●recognize the personal and social significance that work has in the lives of individuals at varying levels within the occupational structure.

SELECTIVE FORMULATION	
●utilize audio-visual aides in introducing the world of work. ●assist the individuals in gaining hands-on experiences, observation, and field trips in the world of work. ●provide leadership in organizing work experience and work study curriculum electives. ●provide an opportunity for personnel from educational institutions to meet with individuals. ●provide feedback to individuals on supply and demand of the job market for recent graduates.	●develop skills in performing selected functions in a broad occupational area. ●differentiate among the major occupations that make up a broad occupational area in terms of the amount and type of education needed for entrance; the content, tools, setting, products or service of the occupations and their value to society and their ability to provide the life style one desires, and the extent they can satisfy one's interests and values, and the ways they do and do not seem appropriate for the individual. ●develop more specific plans for implementing occupational preferences. ●become involved in a meaningful and purposeful manner with work and work related activities in a broad occupational area.
ACTION	
●conduct follow-up, follow through, and job adjustment activities. ●provide feedback to individuals on job market for recent graduates. ●promote the organization of and assist in the facilitation of discussion groups studying local, regional, and national job markets. ●invite representatives from the world of work to discuss the requirements for entry level jobs. ●utilize role playing or occu-drama or simulation activities to prepare for job interviews or similar educational or occupational activities. ●provide an opportunity for personnel recruiters from industry to meet with individuals.	●tentatively select a curriculum to acquire an entry level job skill. ●execute plans by taking appropriate course work and/or involve oneself with work and work related activities in a chosen field.

Objective 3: The counselor will provide individuals with information on meaningful leisure time activities.

COUNSELOR ACTIVITIES:	INDIVIDUAL OUTCOMES:
AWARENESS	
●provide printed material on hobbies and leisure activities. ●organize Leisure Time Days and Hobby Clubs. ●utilize art and physical education resource personnel to allow the individuals to experience numerous leisure time activities.	●be able to identify activities as being leisure time activities. ●be aware that individuals can enjoy the same or different types of activities. ●begin to understand that different kinds of leisure activities require different types of preparation.
ORIENTATION	
●utilize audio-visual aids to provide information on leisure activities. ●organize Leisure Time days of Hobby Clubs. ●utilize appropriate value clarification exercises for the identification of personal likes and interests. ●invite community service volunteer workers to explain the rewards and satisfactions of their work.	●begin to examine hobbies in relation to personal avocations or money-making skills. ●continue to recognize more types of leisure time activities. ●begin to evaluate the importance of leisure-time enjoyment as it relates to one's own life. ●be able to identify rewards for leisure activities.

EXPLORATION	
●discuss the relationship of one's leisure activities and the leisure activities of one's family. ●help individuals recognize the relationship of one's interests and leisure activities. ●show the relationship of one's interests and leisure activities. ●utilize decision-making activities to aid in setting priorities in selecting leisure activities.	●explore the relationship between the use of leisure time and individual needs. ●explore personal values as they relate to leisure activity and continue to relate hobbies, games, activities to self knowledge. ●explore the management factors inherent in decision-making regarding the use of leisure time.
SELECTIVE FORMULATION	
●discuss the relationship of extra curricular activities and the leisure activities of workers. ●interpret interest inventories to individuals in light of their leisure interests. ●show the relationship of one's interests and leisure activities. ●utilize decision-making activities to assist in setting priorities in selecting leisure activities.	●realize that people use leisure in different ways and receive different rewards. ●understand that sex, race, creed, and socio-economic background affect leisure-time choices. ●realize that leisure time can be used as a means of fulfilling personal needs that are not satisfied through work experiences. ●realize that in order to make effective career decisions, an individual must apply one's own attitudes and values concerning use of leisure time. ●continue to evaluate oneself in relation to personal goals regarding use of leisure time.
ACTION	
●discuss the relationship of extra curricular activities and the leisure activities of workers. ●interpret interest inventories to individuals in light of their leisure interests. ●show the relationship of one's interests and leisure activities. ●utilize decision-making activities to assist in setting priorities in selecting leisure activities.	●assess the role that an appealing leisure-time activity will have in determining future training and subsequent earning potential. ●recognize that satisfaction in a chosen occupation is related in part to effective involvement in leisure-time activities. ●identify satisfying leisure-time alternatives that could use individual talents.

Objective 4: The counselor will aid individual's in the awareness of experiences available to them.

COUNSELOR ACTIVITIES	INDIVIDUAL OUTCOMES
AWARENESS	
●provide career guidance group activities on recognition of "workers" who help. ●utilize activity sheets on resources in the school and community. ●provide an opportunity for the individuals to tour resource centers in the school and community.	●become aware that there are many external sources available. ●realize that it is not a sign of weakness to seek assistance from any source that can be beneficial. ●realize that it is up to one's self to seek appropriate sources of assistance.

ORIENTATION

- provide career guidance group activities for identifying and utilizing the resources available.
- provide for guest speakers from the educational and business community.

- begin to identify various resources available.
- begin to select and utilize resources appropriate to one's abilities.
- develop positive attitudes toward utilizing resources.

EXPLORATION

- help individuals explore, through the use of career guidance group activities, the sociological and psychological factors that influence career development.
- provide opportunities for individuals to gain observational experience or take field trips to educational and world of work settings.
- utilize role playing or occu-drama, or simulation activities to prepare for educational or occupational situations.

- try out, analyze, and evaluate resources in light of one's career aspirations.
- gain observational experience in educational and world of work settings.
- develop an understanding of what will be required in many new educational settings.
- develop an understanding of what will be required in many occupational settings.

SELECTIVE FORMULATION

- help individuals explore, through the use of career guidance group activities, the sociological and psychological factors that influence career development.
- utilize audio-visual materials in presenting current information on educational and occupational opportunities.
- provide for opportunities for individuals to gain observational or hands-on experience in educational and world of work settings.

- select those resources appropriate to one's career selections.
- use resources to put into perspective one's experiences and situations at each choice point.
- gain hands-on and/or observational experience in new educational settings.
- gain hands-on and/or observational experience in selected world of work settings.
- gain experience in preparing for interviews and other activities related to educational articulation.
- gain experience in preparing for entry level world of work settings.

ACTION

- assist individuals in utilizing the Job Opportunity Date Bank information.
- utilize written materials in presenting current information on educational and occupational opportunities.
- provide for guest speakers from educational and business communities.
- provide for guest speakers from recent school graduates.
- provide feedback to individuals on supply and demand of the job market for recent graduates.
- utilize role playing or occu-drama, or simulation activities to prepare for job interviews or similar educational or occupational activities.

- utilize those resources most appropriate to the career decision-making process.
- retain the option to reprocess or recycle if one discerns the need to maintain, upgrade, or change one's occupation.
- keep up-dated on supply and demand of state and local job market.
- utilize materials presenting current information on educational opportunities.
- utilize materials presenting current information on occupational opportunities.

Objective 5: The counselor will take the leadership and responsibility for identifying and implementing programs to meet the needs of individual's career development tasks which will show the interrelatedness of self, work, leisure, and resources.

COUNSELOR ACTIVITIES	INDIVIDUAL OUTCOMES
AWARENESS	
●utilize games and simulation activities to assist individuals in integrating knowledge of self with consequences of specific career choices. ●assist in understanding the relationship between extra curricular and leisure activities and future occupations, through the use of interviews of workers ●provide for opportunities for observational or hands-on experience or field trips to educational and world of work settings.	●develop an awareness of self in relation to work. ●be aware of the similarities and differences between work and leisure. ●become aware that resources provide the vehicle to put one's career aspirations into perspective.
ORIENTATION	
●utilize audio-visual materials designed to help individuals recognize the relationship of school related and interpersonal skills to the world of work. ●assist individuals, through field trips, work observation, hands-on experience, or role play situations, in comparing one's career expectations and interests with one's knowledge of the world of work. ●utilize value clarification activities to help identify personal interests, values, and attitudes in relation to the world of work.	●relate school-related skills to occupational clusters and compare with one's own abilities. ●explore interests that will allow for wider choice of occupations. ●recognize that occupations and life styles are related. ●identify factors that influence the work environment and describe the nature of the influence. ●become more aware that values and attitudes relate to choice of leisure activity. ●begin to relate leisure activities to one's own physical attributes, attitudes, likes, and dislikes.
EXPLORATION	
●through the use of test interpretation, compare career expectations and aspirations with one's aptitudes and abilities, and one's needs. ●utilize games and simulation activities aimed at assisting in comparison of one's needs, values, and interests with those of a significant person in their lives.	●see the relationship between career expectations and aspirations and one's needs, aptitudes, and abilities. ●see the comparison of and influence of the needs, values, and interests of significant people in one's life and with one's own needs, values, and interests.
SELECTIVE FORMULATION	
●assist in the understanding of the relationship between extra curricular and leisure activities and future occupations through the use and discussion of on-the-job interviews of workers. ●assist individuals, through discussion of field trips, work observation, or hands-on experience, in comparing one's career expectations and interest with one's knowledge of the world of work. ●through the use of test interpretation, compare career expectations and aspirations with one's needs.	●see the relationship between career expectations and aspirations with one's values. ●develop an attitude of respect for each job and for the dignity of each worker. ●develop realistic, educational aspirations and expectations. ●develop realistic career aspirations and expectations.

ACTION	
●utilize values clarification activities in comparing one's values to those values of a work-oriented society. ●utilize role playing situations for stimulating future decisions in light of career aspirations and expectations and availability of employment. ●utilize decision making activities to assist one in integrating knowledge of self with logical consequences of specific occupational choices.	●utilize those resources most appropriate to the career decision-making process. ●retain the option to reprocess or recycle if he discerns the need to maintain, upgrade, or change his occupation. ●recognize that satisfaction in a chosen occupation is related to the inter-relatedness of self, work, leisure, and resources. ●continuously appraise short-and long-range career goals. ●use decision-making skills and value structure to meet demands of one's environment.

Objective 6: The counselor will provide placement and follow-up services.

COUNSELOR ACTIVITIES:	INDIVIDUAL OUTCOMES:
AWARENESS	
●provide information pertaining to educational placement. ●role-play educational situations. ●provide opportunities for observation of in-class situations of the next educational level. ●invite individuals from the next educational level to discuss aspects of their educational level.	●develop an awareness of the continuity in curriculum between one's current educational level and the next educational level. ●develop an awareness of the similarities and differences in educational levels.
ORIENTATION	
●provide opportunities for observation of in-class situations of the next educational level. ●role-play educational situations. ●provide orientation to articulation problems between educational levels. ●provide orientation to articulation problems between play activities and work situations.	●develop an orientation to the similarities and differences in educational levels. ●develop an orientation to the actual expectations of the next educational level. ●recognize the relationship between leisure activities and work situations.
EXPLORATION	
●place individuals in hands-on observation and experiential educational and work situations. ●provide opportunities for personnel recruiters from the world of work to visit the school. ●provide feedback to individuals on supply and demand of the job market for recent graduates. ●encourage field trips to educational and/or world of work settings. ●promote the organization of occupational exploration clubs.	●gain part time hands-on observational and experiential experience in educational and work settings. ●learn of expectations in the world of work. ●through observational experiences, gain knowledge of job characteristics that would be satisfying to one's self. ●become aware of supply and demand of jobs relevant to their area. ●through various clubs explore the relatedness of interests and specific clusters of occupations.

SELECTIVE FORMATION

- provide opportunities for visitation to educational settings at advanced levels.
- disseminates follow-up studies data.
- utilize role playing or occu-drama to prepare for job interviews and similar educational or occupational situations.
- provide observational and hands-on opportunities in educational and world of work situations.
- uses appraisal instruments to aid individuals in their educational and occupational placements.
- organize occupational exploration clubs.
- selects a curriculum to acquire an entry level job skill.
- takes appropriate course work and/or involves oneself with work and work-related activities in a chosen field.
- understand the relationship between one's educational level and appropriateness of additional education.
- become aware of the services at the local job opportunity center.
- use appraisal instruments to see the relationship between abilities, decisions, aptitudes, and interests, and occupational choices.

ACTION

- conduct survey of local job opportunities.
- conduct follow-up studies of graduates.
- disseminate follow-up studies data.
- provide opportunity for personnel recruiters from industry and education to meet with individuals.
- organize and operate part-time and full-time educational, occupational, and job-placement programs.
- provide feedback to individuals on supply and demand of the job market for recent graduates.
- use appraisal instruments to aid individuals in their educational and occupational placement.
- develop an understanding of the supply and demand of local job market.
- understand the relationship between one's educational level and occupational choices.
- utilize the services at the local job opportunity center.
- receive information concerning part time and full time employment opportunities.
- use appraisal instruments to see the relationship between abilities, aptitudes, and interests and occupational choices.

IV Section C

IMPLEMENTATION AND FOLLOW THROUGH

The Kansas Action Model illustrates in the preceding portion of this document that Part A, Needs Identification, and Part B, Plan Development, are prerequisites to Part C, Implementation and Follow Through. It is common knowledge that each counselor's setting will differ, indicating that the Needs and Plan Development of each counselor's setting is also unique. Consequently, no one approach to implementation and follow through can be outlined. So, when actually implementing and following through with identified needs and a planned program of action based on the example goals and objectives listed in Part B, one should:

1. Activate the planned program of action.
2. Implement the activities developed in the planned program of action.
3. Evaluate the outcomes of the planned program of action.
4. Assess the effectiveness of the planned program of action.
5. Identify the future needs of the planned program of action.

The following resources are only examples of many available. These resources may assist each individual counselor in implementing and following through with the individual planned program of action.

Resources*

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Career Education: What It Is and Why We Need It from Leaders of Industry, Education, Labor, and the Professions, Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, D.C. 20062, 1975.

ERIC Abstracts Search on Career Education, Number 1170, Dec. 1972, A service of Kansas State Department of Education, Topeka, Kansas.

Goldhammer, Keith, and Taylor, Robert, *Career Education: Perspective and Promise*, Charles E. Merrill Publishing Company, Columbus, Ohio, 1972.

High, Sidney C. Jr., and Hall, Linda, *Bibliography on Career Education*, Dept. of HEW, Office of Education, Division of Vocational and Technical Education, Bureau of Adult, Vocational, and Technical Education, Washington, D.C. 20202, Dec. 1972.

*By listing these resources it is not the intent of the authors to endorse these materials. They are included for example purposes only.

Hoyt, Kenneth B., ***Career Education and the Elementary School Teacher***, Olympus Publishing Company, 937 East Ninth South, Salt Lake City, Utah 84105.

Hoyt, Kenneth B., ***Career Education: What It Is and How To Do It***, Olympus Publishing Company, Salt Lake City, Utah 84105.

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Marland, S.P. ***Career Education: A Proposal for Reform***, McGraw-Hill Book Company, St. Louis, 1974.

Miller, Juliet and others, ***Career Guidance Practices for Disadvantaged Youth***, American Personnel and Guidance Association, Washington, D.C., 1974.

Simon, Sidney B., Leland W. Howe, Howard Kirschenbaum, ***Values Clarification: A Handbook of Practical Strategies for Teachers and Students***, Hart Publishing Company, Inc., New York, 1972.

For Use in the Classroom or Counseling Situation:

"Bread & Butterflies," (film series, elementary level), 1974
"Inside-Out" (film series, secondary level)
Agency for Instructional Television,
National Instructional Television Center
Box A
Bloomington, Indiana 47401
"Career World"
Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040
DUSO Kit
American Guidance Associates, Inc.
Publisher Building
Circle Pines, Minnesota 55014
"Fascinating World of Work," (filmstrips, elem. & sec. level)
National Career Consultants
9978 Monroe
Dallas, Texas 75220
"Finding and Getting a Job," (filmstrips), 1974
Singer/SVE Educational Filmstrips
1345 Diversey Parkway
Chicago, Illinois 60614
Order No. A611-SATC.

"Foxfire," (film)
McGraw-Hill Films
1221 Avenue of the Americas
New York, New York 10020
Kansas Vocational Information for Education & Work (K-VIEW)
Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612
"Liking Your Job and Your Life," (filmstrip)
Guidance Associates
Pleasantville, New York 10570
Occupational Outlook Handbook and other materials
U.S. Department of Labor Statistics
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Yellow Pages of Learning Resources, 1973
The MIT Press
Massachusetts Institute of Technology
Cambridge, Massachusetts 02142

Periodicals:

American Vocational Journal
American Vocational Association, Inc.
1510 H Street, N.W.
Washington, D.C. 20005
Monthly September-May

Counselor Education & Supervision
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009
Quarterly - September, December, March & June

Elementary School Guidance & Counseling
American Personnel & Guidance Association
1007 New Hampshire Avenue, N.W.
Washington, D.C. 20009
Quarterly

The Guidance Clinic
Parker Publishing Company, Inc.
West Nyack, New York 10994
Monthly except July & August

Journal of Counseling Psychology
American Psychological Association
1200 17th Street N.W.
Washington, D.C. 20036
Bi-monthly

Occupational Outlook Quarterly
Bureau of Labor Statistics Regional Office
911 Walnut Street
Kansas City, Missouri 64106

The Personnel & Guidance Journal
American Personnel & Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009
Monthly except July & August

The School Counselor
American Personnel & Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009
5 times per year

Vocational Guidance Quarterly
American Personnel & Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009
September, December, March, and June

For Vocational Theories:

Ginzberg, Eli, "Toward A Theory of Occupational Choice," *Vocational Guidance Quarterly*, XX (1972), pp. 169-175.

Osipow, S. H., *Theories of Career Development*, New York, Appleton-Century-Crofts, 1968.

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Other Resources:

Bailey, Larry J., *Facilitating Career Development*, Division of Vocational and Technical Education, 405 Centennial Building, Springfield, Illinois 62706, 1970.

Bibliography of Career Education Materials, Compiled by Dr. Philip J. Wurtz, Ph.D. and Ms. Jannie Clark, Graduate Assistant, Kansas State Teachers College, Emporia, Kansas, April 1973.

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Kansas Educational Directory
Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612

Hill, George E., *Management and Improvement of Guidance*, 1965
Meredith Publishing Company
440 Park Avenue South
New York, New York 10016

Kansas Association of Commerce and Industry, A Consolidation of the Kansas State Chamber of Commerce and the Associated Industries of Kansas, Kansas Retail Council, Topeka, Kansas 66603.

Listing of Materials Frequently used by Kansas Elementary School Counselors in Group Guidance Activities, compiled by Lloyd R. Stone, Ph.D., Associate Professor of Education, Emporia, Kansas, and Elementary Counselors in Kansas (April 1974). Copies can be obtained from: Kansas State Department of Education, 120 East 10th Street, Topeka, Kansas 66612.

Wigging, James D., *Organizing a School Counseling Program*, National Vocational Guidance Association, Washington, D.C., 1974.

Wigginton, Eliot (Ed.) *The Foxfire Books I & II*, Anchor Books, Garden City, New York 1972.

Glossary of Terms

Allocation of time: The amount of time set for counselor activity to meet identified individual or program needs.

Career: The individual's total life experiences.

Career development: Self development over the life span through education, work, and leisure.

Career education: An educational process orientating all education and training toward enabling an individual to be skillful with his life.

Career guidance, counseling, and placement: An educational program responsible for assisting individuals in the development of self knowledge and interpersonal skills, life career planning and placement competencies, and knowledge and understanding of life roles, settings and events, specifically those associated with the worlds of education, work, and leisure. (Gysbers and Moore, 1974)

Counselor setting: Individual counselor's work environment.

Direct, shared, and indirect responsibilities: The types of counselor responsibility in the facilitation of the desired individual outcomes.

Evaluation: A formal or informal process for determining if prior stated objectives have been met.

Individual needs: Self-determined preference, at any point in time, which relates to one's lifestyle.

Interdisciplinary: An integration of career guidance concepts throughout the educational system.

Kansas Action Model: A process for effective programming which includes Needs Identification, Plan Development, and Implementation and Follow Through.

Kansas Model for Career Education: A developmental theory built to serve as a guide to the development of life skills before, during, and after formal education years.

Key people: Human resources providing input for program planning, implementation, and evaluation.

Needs assessment: Systematic process of collecting information relative to individual needs or program status.

Placement: An on-going process of an individual's movement through various educational and/or work experiences.

Program status: Description of program operation at a particular point in time.

Student or program outcomes: Measurable expectations to be met through specific activities.

Target group: Identification of individuals with similar needs.

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